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ABSTRACT

The Illinois Board of Higher Education has endorsed a four-step plan to accelerate implementation of its policies on transfer and articulation. The plan involved calling for all community colleges to adopt the Illinois Community College Board's (ICCB's) Model Associate in Arts (AA) and Associate in Science (AS) Degree Requirements; developing a model general education program; developing transferable lower-division course sequences; and strengthening state-level processes for monitoring and reviewing transfer and articulation efforts. In order to implement the General Education Core Curriculum (GECC) statewide, the Articulation Initiative Steering Panel recommends that the Board of Higher Education adopt several modifications to existing policies, including the following: (1) substitute the new Illinois GECC for the ICCB's model degree requirements when incorporated into AA or AS degrees so that students who satisfactorily complete an associate degree that incorporates the GECC will be granted credit after transfer for completing the lower-division general education program; (2) extend the benefits of completion of the total transferable GECC to students transferring from any public or private college or university in Illinois to any other public or private institution in the state; (3) assure that receiving institutions accept and apply transfer credits toward fulfillment of graduation requirements. The Articulation Initiative Steering Panel recommends full implementation of the GECC by summer 1998. Included are the "Board of Higher Education Policies on Undergraduate Education" focusing on transfer and articulation; recommended modifications to the policy; an outline of the GECC, listing objectives and course requirements in communication, mathematics, physical and life sciences, humanities and fine arts, and social and behavioral sciences. (KP)

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ED 371 785

The Illinois Articulation Initiative: The Transferable General Education Core Curriculum

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STATE OF ILLINOIS
BOARD OF HIGHER EDUCATION

THE ILLINOIS ARTICULATION INITIATIVE: THE TRANSFERABLE GENERAL EDUCATION CORE CURRICULUM

The purpose of this item is to present to the Board of Higher Education the recommendation of the Illinois Articulation Initiative Steering Panel for a transferable General Education Core Curriculum, including the courses contained therein. The Steering Panel is also recommending modifications to the Board's policies on transfer and articulation and a series of steps and time table necessary for implementing the General Education Core Curriculum statewide. These recommendations are being presented to the Board for information and discussion at this time. Action on these recommendations will be requested at the September 1994 meeting.

Background

At its September 1992 meeting, the Board of Higher Education endorsed a four-step plan to accelerate implementation of its policies on transfer and articulation that were adopted in September 1990 at the recommendation of the Committee on the Study of Undergraduate Education. The first step in the plan called for all community colleges to adopt the Illinois Community College Board's Model Associate in Arts and Associate in Science Degree Requirements. According to the Illinois Community College Board, effective fall 1994, all public community colleges will have implemented degree requirements that meet or exceed those in the models.

The second step called for development of a model general education program, as well as the identification of the courses within it, that would be accepted for students transferring from one Illinois college or university to another. In January 1993, the Board of Higher Education, Illinois Community College Board, and the Transfer Coordinators of Illinois Colleges and Universities jointly launched the Illinois Articulation Initiative to develop this curriculum. Altogether, 111 faculty members and 12 transfer coordinators--representing 12 public universities, 40 public community colleges, and 14 private colleges and universities--participated on the Communications, Mathematics, Physical and Life Sciences, Humanities and Fine Arts, and Social and Behavioral Science Field Panels and the Initiative Steering Panel that developed the General Education Core Curriculum that is being presented to the Board in this item.

The third step called for the development of transferable lower-division course sequences appropriate for the various baccalaureate majors offered by Illinois colleges and universities. The development process was begun in October 1993 with the appointment of four panels to articulate curricula from the high school through the baccalaureate degree in the clinical laboratory sciences, nursing, occupational therapy, and physical therapy. These four panels expect to complete drafts for dissemination for comment during the fall term 1994. Panels of faculty members and other appropriate individuals currently are being identified to begin development in September 1994 of the lower-division coursework required for baccalaureate majors in business; early childhood, elementary, and secondary education; engineering; and psychology.

The fourth step called for strengthening state-level processes for monitoring and reviewing transfer and articulation efforts. The public university-public community college Shared Enrollment/ Graduation Data System was established to permit the analysis of the extent of interinstitutional transfer and the academic progress of students who have transferred. A report on transfer patterns

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and degree completion rates using information from this system, *Undergraduate Education: Transfer and Articulation Reexamined*, was presented to the Board in May 1994. In September 1993, a Higher Education Cooperation Act grant was awarded to DePaul University, in cooperation with other nonpublic colleges and universities, to develop a similar shared data system for nonpublic institutions. When data from this nonpublic system becomes available, student information from these public and nonpublic data systems will be matched and analyzed to provide a more complete examination of student transfer, retention, and graduation patterns within the state. In addition to these data systems, the focus of the undergraduate education reviews conducted by the public universities and community colleges during fiscal year 1996 is advising, transfer, and articulation.

The General Education Core Curriculum

Attached is the completed General Education Core Curriculum, as well as descriptions of courses contained within it, submitted by the Articulation Initiative Steering Panel, which unanimously adopted it for submission to the Board of Higher Education and the Illinois Community College Board at its May 24, 1994, meeting. The Steering Panel is requesting endorsement of this transferable General Education Core Curriculum by both the Board of Higher Education and the Illinois Community College Board.

In order to implement the General Education Core Curriculum statewide, the Steering Panel is recommending that the Board of Higher Education adopt several modifications to the second of its seven policies on transfer and articulation. The Board's existing policies on transfer and articulation are reproduced in the Appendix for comparison. The Steering Panel's recommended modifications to the second policy are presented below, with new language underlined and deleted language overscored.

a. Students admitted in transfer who have earned an Associate in Arts or an Associate in Science degree from an accredited Illinois community or junior college whose general education requirement for the degree incorporates the Illinois General Education Core Curriculum ~~that has adopted degree requirements that meet or exceed the specifications in the models developed and regularly updated by the Illinois Community College Board~~ will have met the receiving institution's all-campus, lower-division general education requirement for the baccalaureate degree (or for a second associate degree) ~~that are not specifically designated upper division~~. A receiving institution may, however, require admitted transfer students to complete an institution-wide and/or mission-related graduation ~~general education~~ requirement that is beyond the scope of the Illinois General Education Core Curriculum ~~if students can do so through elective credit within the baccalaureate degree program~~.

This recommended modification substitutes the General Education Core Curriculum for the Illinois Community College Board model degree requirements when incorporated into Associate in Arts or Associate in Science degrees. The intent is that students who satisfactorily complete an associate degree that incorporates the Curriculum will be granted credit after transfer by the receiving institution for completion of its campus-wide, lower-division general education program that is required for graduation for all students regardless of their majors or colleges within a university. At the same time, the modification recognizes that some institutions may have additional graduation requirements that are beyond the scope of the General Education Core Curriculum that students may need to complete after transferring. For example, private institutions with a religious or theological mission may require the study of religion or theology as part of their mission, and many private liberal arts colleges require 60 semester credit hours or more in general education coursework (or about 20 credits more than in the transferable curriculum) since their primary mission is the provision of a liberal or general education to their graduates. Colleges and universities will be expected to identify

in their catalogs and other publications for transfer students any such additional requirements that transfer students would need to complete after transferring.

The second recommended modification is the addition of a new subsection b, as follows:

b. Students admitted in transfer who have satisfactorily completed the Illinois General Education Core Curriculum at any accredited Illinois college or university prior to transfer should be granted credit in lieu of the receiving institution's all-campus, lower-division general education requirement for an associate or baccalaureate degree. A receiving institution may, however, require admitted transfer students to complete an institution-wide and/or mission-related graduation requirement that is beyond the scope of the Illinois General Education Core Curriculum.

The intent of this additional recommended policy is to extend the benefits of completion of the total transferable General Education Core Curriculum to students transferring from any public or private college or university in Illinois to any other public or private college or university in Illinois. In recommending this addition, the Steering Panel, as well as the individual Field Panels, wished to treat equitably not only those students who transfer from public community colleges prior to completing their associate degrees, but also those students who transfer among community colleges, among baccalaureate degree-granting institutions, and from baccalaureate to associate degree-granting institutions in Illinois.

The final recommended policy modification is as follows:

~~c~~b. Students admitted in transfer who have satisfactorily completed courses within the Illinois General Education Core Curriculum ~~began but did not complete the Associate in Arts or Associate in Science degree~~ at an accredited Illinois ~~community or junior~~ college or university should ~~will~~ be granted ~~full~~ credit towards fulfilling ~~for satisfactorily completed courses that~~ the receiving ~~baccalaureate~~ institution's ~~determines are~~ comparable all-campus, lower-division general education requirement ~~to its own courses~~.

This recommended modification recognizes in transfer a student's satisfactory completion of individual courses within the General Education Core Curriculum if the college or university to which a student transfers has a similar general education requirement. One of the difficulties students have encountered in the past is that receiving institutions have *accepted* credits in transfer but have not *applied* them toward fulfillment of the institution's graduation requirements. It is the intent of these recommended policy modifications that courses in the General Education Core Curriculum that students complete satisfactorily be applied toward fulfillment of institutional general education requirements.

Implementation Steps and Time Table

The Articulation Initiative Steering Panel further recommends adoption of the following implementation steps and time frames (with understandings expressed in brackets):

Steps	Time Frame
Full implementation of the General Education Core Curriculum statewide for first-time freshmen entering in summer 1998 and thereafter [Individual institutions may implement earlier. Previous Board of Higher Education policy and interinstitutional agreements remain in effect for students entering prior to summer 1998.]	Summer Session 1998

In order to achieve transfer of courses within the Illinois General Education Core Curriculum (recommended policy c above):

Each college/university will identify its own courses that match those within the General Education Core Curriculum.	During 1994-95
The official Transfer Coordinator of each public community college will submit the college's listing of identified courses to the Illinois Community College Board, and the official Transfer Coordinator of each public university and each private college and university will submit listings of identified courses to the Board of Higher Education [format to be provided].	By April 1, 1995
Listings will be merged and sent to each institution, as well as by category to the respective Field Panels, for information and review.	
Questions of appropriate matches (including requests for course description modifications or inclusion of a new course description) will be referred by a college or university's Transfer Coordinator in charge of course articulation via ICCB or IBHE to the appropriate Field Panel for resolution.	Continuing
A computerized data base of courses matched to those in the General Education Core Curriculum will be designed and implemented. [Protocol to be developed. Each college/university will maintain its own data base with read only capability extended to all colleges/ universities.]	Developed: 1994-95 Implemented: 1995-97 Updated: Continuous
Colleges/universities will complete development of necessary statements to be included in their catalogs, including policies, identification of its courses in the General Education Core Curriculum, and identification of any other graduation (non-major) requirements students must complete after transfer.	Publication in catalog that will be in effect in summer 1998 and after
First complete review of General Education Core Curriculum, including its efficacy in facilitating student transfer.	1999-2000

This recommended time frame recognizes that college and university catalogs have taken on the connotations of contracts between the institution and the student and, thus, will need to reference the General Education Core Curriculum. Although many colleges and universities will be able to implement the General Education Core Curriculum sooner, the many colleges and universities that publish their catalogs biennially will need lead time to incorporate appropriate information. In addition, some lead time is necessary to develop and implement the underlying computerized system that will make identification of courses within the Curriculum workable from a receiving-institutional perspective.

Resolutions to adopt the Articulation Initiative Steering Panel's recommendations will be presented to the Board of Higher Education at its September 1994 meeting.

Appendix

BOARD OF HIGHER EDUCATION
POLICIES ON UNDERGRADUATE EDUCATION
Adopted September 1990

Transfer and Articulation

Associate and baccalaureate degree-granting institutions are equal partners in providing the first two years of baccalaureate degree programs in Illinois. While each institution is ultimately responsible for the quality of the programs it provides, both associate and baccalaureate degree-granting institutions are expected to work together to assure that their lower-division baccalaureate programs are comparable in scope, quality, and intellectual rigor.

Any student admitted in transfer to an Illinois baccalaureate degree-granting institution should be granted standing comparable to current students who have completed the same number of baccalaureate-level credit hours and should be able to progress toward baccalaureate degree completion at a rate comparable to that of students who entered the baccalaureate institution as first-time freshmen. To assure students of comparable treatment, it is expected that:

a. Students admitted in transfer who have earned an Associate in Arts or an Associate in Science degree from an accredited Illinois community or junior college that has adopted degree requirements that meet or exceed the specifications in the models developed and regularly updated by the Illinois Community College Board will have met the receiving institution's general education requirements that are not specifically designated upper-division. A receiving institution may, however, require admitted transfer students to complete an institution-wide, mission-related general education requirement if students can do so through elective credit within the baccalaureate degree program.

b. Students admitted in transfer who began but did not complete the Associate in Arts or Associate in Science degree at an accredited Illinois community or junior college will be granted full credit for satisfactorily completed courses that the baccalaureate institution determines are comparable to its own courses.

Presidents and chief academic officers of associate and baccalaureate degree-granting institutions should provide leadership in implementing state policies on transfer and articulation and in resolving issues of mutual concern. To this end, the Illinois Board of Higher Education, in conjunction with the Illinois Community College Board, will regularly convene the presidents of baccalaureate and associate degree-granting institutions and system academic leadership to assess the status of state policies on transfer and articulation and to resolve any issues that arise.

Program faculties from both associate and baccalaureate degree-granting institutions should take primary responsibility for developing and maintaining course and program articulation agreements and for promoting compatibility between associate and baccalaureate curricula.

Associate and baccalaureate degree-granting institutions should work together to expand opportunities for students to complete baccalaureate degrees. Through formal partnerships, associate and baccalaureate institutions should jointly encourage baccalaureate degree completion and provide information on the transfer process, guidance in program and course selection, and orientation to the academic environment to prospective transfer students. Dual admission, "2+2," and similar articulation and transfer agreements should be developed to facilitate the transfer of students.

Colleges and universities should assure that transfer students have the same opportunities as other students to participate in the social, cultural, and academic support services necessary for their integration into the campus community.

A statewide system for monitoring the academic progress of cohorts of community and junior college students who transfer to baccalaureate degree-granting institutions shall be established by the Illinois Board of Higher Education in cooperation with the Illinois Community College Board and baccalaureate degree-granting institutions. This information should serve as the basis for the regular review and improvement of the undergraduate curricula, support services, and articulation and transfer agreements of associate and baccalaureate degree-granting institutions. The Illinois Board of Higher Education, in consultation with the Illinois Community College Board, will examine institutional and statewide trends in student transfer and degree completion and will use these analyses to make necessary modifications to policies on articulation and transfer.

June 7, 1994

Dr. Richard D. Wagner
Executive Director
Board of Higher Education
4 West Old Capitol Plaza, Room 500
Springfield, IL 62701

Mr. Cary Israel
Executive Director
Illinois Community College Board
509 South Sixth Street, Room 400
Springfield, IL 62701

Dear Dr. Wagner and Mr. Israel:

Over the past eighteen months, the Communications, Mathematics, Physical and Life Sciences, Humanities and Fine Arts, and Social and Behavioral Science Field Panels and the Initiative Steering Panel deliberated and came to consensus on a General Education Core Curriculum designed to be transferable among Illinois' colleges and universities. On behalf of the the Field Panels and the Steering Panel, we are pleased to transmit to you the completed General Education Core Curriculum, along with descriptions of courses contained therein, and request formal endorsement by both the Board of Higher Education and the Illinois Community College Board.

In order to implement acceptance of the General Education Core Curriculum for students transferring among Illinois colleges and universities, the Steering Panel recommends the following modifications to the Board of Higher Education's policies on transfer and articulation:

a. Students admitted in transfer who have earned an Associate in Arts or an Associate in Science degree from an accredited Illinois community or junior college whose general education requirement for the degree incorporates the Illinois General Education Core Curriculum ~~that has adopted degree requirements that meet or exceed the specifications in the models developed and regularly updated by the Illinois Community College Board~~ will have met the receiving institution's all-campus, lower-division general education requirement for the baccalaureate degree (or for a second associate degree) ~~that are not specifically designated upper-division~~. A receiving institution may, however, require admitted transfer students to complete an institution-wide and/or mission-related graduation ~~general education~~ requirement that is beyond the scope of the Illinois General Education Core Curriculum ~~if students can do so through elective credit within the baccalaureate degree program~~.

b. Students admitted in transfer who have satisfactorily completed the Illinois General Education Core Curriculum at any accredited Illinois college or university prior to transfer should be granted credit in lieu of the receiving institution's all-campus, lower-division general education requirement for an associate or baccalaureate degree. A receiving institution may, however, require admitted transfer students to complete an institution-wide and/or mission-related graduation requirement that is beyond the scope of the Illinois General Education Core Curriculum.

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~~c~~b. Students admitted in transfer who have satisfactorily completed courses within the Illinois General Education Core Curriculum ~~began but did not complete the Associate in Arts or Associate in Science degree~~ at an accredited Illinois ~~community or junior~~ college or university should ~~will~~ be granted ~~full~~ credit towards fulfilling ~~for satisfactorily completed courses that~~ the receiving ~~baccalaureate~~ institution's ~~determines are~~ comparable all-campus, lower-division general education requirement ~~to its own courses~~.

The Steering Panel further recommends adoption of the following implementation steps and time frames (with understandings expressed in brackets):

Steps	Time Frame
Full implementation of the General Education Core Curriculum statewide for first-time freshmen entering in summer 1998 and thereafter [Individual colleges/universities may implement earlier. Previous Board of Higher Education policy and interinstitutional agreements remain in effect for students entering prior to summer 1998]	Summer Session 1998
In order to achieve transfer of courses within the Illinois General Education Core Curriculum (policy c above):	
Each college/university will identify its own courses that match those within the General Education Core Curriculum	During 1994-95
The official Transfer Coordinator of each public community college will submit the college's listing of identified courses to the Illinois Community College Board, and the official Transfer Coordinator of each public university and each private college and university will submit their listings to the Board of Higher Education [format for submission to be determined summer 1994]	By April 1, 1995
Listings will be merged and sent to each institution, as well as by category to the respective Field Panels, for information and review	
Questions of appropriate matches (including requests for course description modification or inclusion of a new course description) will be referred to the appropriate Field Panel (via ICCB or IBHE) for resolution by each college/university's Transfer Coordinator in charge of course articulation	For the duration

A computerized data base for courses matched to those in the General Education Core Curriculum will be designed and implemented [Parameters to be developed: Each college/university will maintain its own data base with read only capability extended to all colleges/universities via Internet]	Developed: 1994-95 Implemented: 1995-97 Updated: Continuous
Colleges/universities will complete development of catalog copy, including policy statement(s), identification of "matched" courses, and identification of other graduation (non-major) requirements students must complete after transfer	Publication in catalog that will be in effect in summer 1998
First complete review of General Education Core Curriculum, including its efficacy in facilitating student transfer	1999-2000

The members of the Field Panels and Steering Panel have found their task to be both challenging and rewarding. The majority of the members on each Field Panel have consented to continue serving through the period of implementation. The members of the Steering Panel look forward to their task of overseeing the second phase of the Initiative and the necessary review process.

Sincerely,

Tom McGinnis, Co-Chair
Initiative Steering Panel
Southern Illinois University at Carbondale

Barbara Nelson, Co-Chair
Initiative Steering Panel
Triton College

Enclosure

ILLINOIS ARTICULATION INITIATIVE

TO FACILITATE INTERINSTITUTIONAL TRANSFER

GENERAL EDUCATION CORE CURRICULUM

A curriculum designed to permit the transfer of students among Illinois' public and private associate and baccalaureate degree-granting colleges and universities.

Adopted by the Steering Panel

May 1994

For Submission to the Board of Higher Education and the Illinois Community College Board

Published by
The Illinois Board of Higher Education
4 West Old Capitol Plaza, Room 500
Springfield, Illinois 62701

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THE GENERAL EDUCATION CORE CURRICULUM: AN INTRODUCTION

Each fall, more than 30,000 students transfer from one Illinois institution to another. While just over half of these students transfer in the traditional path from an associate to a baccalaureate degree-granting college or university, nearly half transfer from one community college to another, from one baccalaureate institution to another, or from a baccalaureate institution to an associate degree-granting institution. A high proportion of students transfer more than once in pursuit of the baccalaureate degree. To facilitate transfer for students among all Illinois colleges and universities--public and private, associate and baccalaureate degree granting, the Illinois Board of Higher Education, the Illinois Community College Board, and the Transfer Coordinators of Illinois Colleges and Universities jointly launched the Illinois Articulation Initiative in January 1993.

As the first step in facilitating student transfer statewide, panels of faculty members assisted by Transfer Coordinators were empowered to develop a General Education Core Curriculum that would be acceptable in transfer at all Illinois institutions in lieu of each college or university's own campus-wide general education curriculum of comparable size. Since the General Education Core Curriculum is designed specifically for students who intend to transfer from one institution to another in pursuit of their baccalaureate degrees, the Curriculum includes only lower-division courses.

The General Education Core Curriculum is expected to benefit Illinois students. Past articulation efforts between associate and baccalaureate degree-granting institutions were based on the assumption that students knew either what baccalaureate institution they intended to transfer to or what baccalaureate major they wished to pursue, or both. Large numbers of students, however, enter Illinois colleges and universities each year without clear educational or career goals, and others find their original goals were unrealistic. Indeed, the number of students who transfer from one institution to another, and the increasing numbers who transfer more than once, suggest that many students will benefit from agreement on a basic curriculum accepted by all institutions as a good way for students, particularly undecided students, to begin their undergraduate experience.

Assumptions

Several assumptions guided the development of the General Education Core Curriculum. First, it is assumed that all entering freshmen meet or exceed the high school course requirements for admission to public institutions that became effective in fall 1993: Four years of English (emphasizing written and oral communications and literature), three years of social studies (emphasizing history and government), three years of mathematics (introductory through advanced algebra, geometry, trigonometry, or fundamentals of computer programming), three years of laboratory sciences, and two years of electives selected from foreign language, music, vocational education, or art.

Second, it is assumed that all Illinois colleges and universities have in place processes for assessing the reading, writing, and mathematics skills of entering students in order to assure appropriate course placement.

Third, it is assumed that, as a result of entry assessment, students found to be in need of remedial or developmental work receive the assistance they need.

Fourth, it is assumed that every college and university has in place criteria and processes that assure the quality of all credit-bearing courses and the comparability of different sections of the same course irrespective of delivery mode.

Finally, it is assumed that, while each degree-granting institution has developed its own general education program as part of its undergraduate degree requirements, most general education program objectives are similar from one institution to another.

Development Process

The General Education Core Curriculum was developed by five 22-member Field Panels, with overall guidance and direction provided by a 23-member Steering Panel. In all, 123 faculty members and transfer coordinators representing the 12 public universities, 40 community colleges, and 14 private colleges and universities in Illinois participated in the development process.

In October 1993, the first draft of the Curriculum was distributed to every Illinois college and university requesting comment. Four hearings to receive oral comment were held in November, and hundreds of written comments were received by the November 29, 1993, deadline. The comments received can be classified generally into four categories: 1) issues about which the panels themselves were undecided (e.g., whether or not to include a foreign language requirement, whether or not studio or performance courses fulfilled the objectives of humanities requirements, whether or not all science courses ought to include a laboratory component, whether or not the science requirement should permit depth through sequencing or require breadth through limiting choice, and whether or not history should be classified as a humanities, a social science, or both); 2) questions about the credit hour distributions among fields and the relationship between the curriculum and the Illinois Community College Board's Model Associate in Arts and Associate in Science Degree Requirements; 3) suggestions for the inclusion or exclusion of specific courses; and 4) questions about procedures and time lines for implementation. Beginning in December and throughout the spring of 1994, the Field Panels and the Steering Panel grappled with the curriculum issues and course suggestions raised in the oral and written comments received.

Each Field Panel and the Steering Panel used a consensus-building process to reach decisions. Many decisions were revisited at successive meetings in order to develop acceptable compromises among competing points of view. The final recommendations on both the content of the curriculum and on proposed implementation steps and time table were adopted unanimously by the members of the Steering Panel on May 24, 1994, for transmission to the Board of Higher Education and Illinois Community College Board.

Results

The General Education Core Curriculum, described fully in the pages that follow, consists of courses in written and oral communication and in mathematics and of courses designed to introduce students to the breadth of knowledge and the different modes of inquiry of different academic disciplines. The curriculum balances requirements among the core arts and sciences disciplines, with students selecting courses from the natural sciences, humanities and fine arts, and the social and behavioral sciences.

The Illinois General Education Core Curriculum, while not duplicating any single institution's requirements, closely mirrors the typical lower-division general education requirements of Illinois' baccalaureate degree-granting institutions, parallels the national profile of general education curricula prepared by the Association of American Colleges, and is similar to the transfer and articulation agreements of such other states as Arizona, California, Missouri, and Virginia. In addition, the General Education Core Curriculum eliminates the current differences between the general education requirements for the Associate in Arts and the Associate in Science degrees awarded by the community colleges, differences which have no parallel among Illinois' baccalaureate degree-granting institutions.

Because competency in a second or foreign language is not a widespread requirement in the general education programs of baccalaureate colleges and universities in this state, but is instead a requirement imposed by some constituent colleges or by some majors, community college students are strongly advised to become competent in a second or foreign language prior to transferring.

Next Steps

The Illinois General Education Core Curriculum will be implemented in stages over the next four years, with full statewide implementation scheduled for students entering in summer session 1998 and thereafter. A full-scale review of the Curriculum and its efficacy in facilitating the transfer of students among Illinois institutions is scheduled for 1999-2000.

During the second phase of the Illinois Articulation Initiative, panels of faculty members will be established to recommend lower-division courses that students need to complete prior to transfer with junior status in the various baccalaureate majors. As one panel concludes its work, another will be formed until all baccalaureate majors have been addressed. Majors will be selected in order of the number of transfer students accepted statewide.

THE PURPOSE OF GENERAL EDUCATION WITHIN UNDERGRADUATE EDUCATION

The goal of a general education is to develop individuals with sensitivity to and a comprehensive understanding of the world in which they live. A general education helps students develop moral values, habits of critical thinking and introspection, intellectual sophistication, and an orientation to learning and investigation that will become life long. Generally educated individuals are conversant with scientific inquiry, appreciate the insights into the human character and culture provided by literature and the arts, understand human behavior and social institutions, are aware of history, respect human diversity, and act both ethically and responsibly as members of society.

The general education curriculum constitutes that part of an undergraduate education that develops breadth of knowledge and the expressive skills essential to more complex and in-depth learning throughout life. To develop a breadth of knowledge, general education courses acquaint students with the methods of inquiry of the various academic disciplines and the different ways these disciplines view the world. The academic disciplines comprising the general education curriculum are the physical and life sciences, the humanities and fine arts, the social and behavioral sciences, and interdisciplinary combinations of these. To develop expressive skills, the general education curriculum requires courses that enhance written and oral communication and quantitative reasoning skills.

GENERAL EDUCATION CORE CURRICULUM REQUIREMENTS

Communication:	3 courses (9 semester credits[1]), including a two-course sequence in writing (6 semester credits) and one course (3 semester credits) in oral communication
Mathematics:	1 to 2 courses (3 to 6 semester credits)
Physical and Life Sciences:	2 courses (7 to 8 semester credits), with one course selected from the life sciences and one course from the physical sciences and including at least one laboratory course
Humanities and Fine Arts:	3 courses (9 semester credits), with at least one course selected from humanities and at least one course from the fine arts
Social and Behavioral Sciences:	3 courses (9 semester credits), with courses selected from at least two disciplines
TOTAL:	12 to 13 courses (37 to 41 semester credits)

Students must earn a passing letter grade in each course used to fulfill requirements. Passing scores (based on national norms) on appropriate AP and CLEP exams may be used to fulfill requirements for students who earn an Associate in Arts or an Associate in Science degree prior to transfer. For other transfer students, receiving institutions will follow established credit policies.

Students are encouraged to complete two courses (six credits) in mathematics in order to become reasonably quantitatively literate. It is expected that the minimum mathematics requirement may be increased to six semester credits when the Curriculum is reviewed and updated.

While few baccalaureate institutions require a foreign or second language in their campus-wide general education requirements, competency through two, three, or four college semesters (or the high school equivalent) in a single foreign/second language is required for the Bachelor of Arts degree at some universities, for all bachelor's degrees in some colleges (such as colleges of liberal arts), and for some bachelor's degree majors. Thus, community college students who intend to transfer should plan to complete the foreign language courses required by their intended institution, college within a university, and/or major **prior to transferring**.

[1]For colleges and universities on the quarter calendar system, 3 quarter credits equal 2 semester credits.

GENERAL EDUCATION CORE CURRICULUM COURSE CRITERIA OR CONDITIONS

The foundation skills of communication (reading, writing, speaking, and listening), critical thinking and analysis/synthesis, quantification, computer use, and the use of resources (e.g., the library) should be embedded in **every** general education course. General education courses also should be broad in scope rather than narrowly specialized and should not require prerequisites (except high school preparation or when part of a two-course sequence).

To recognize and engender respect and value for human diversity, a general education should incorporate the knowledge, wisdom, and creativity of diverse human groups, including (but not limited to) different cultural, ethnic, and racial groups in the world, as well as of persons of different ages and genders. To this end, graduation from an Illinois college or university should require satisfactory completion of one or more courses incorporating human diversity for the purpose of improving human relations through an educated citizenry. While several courses within the General Education Core Curriculum are designed specifically to examine such diversity, each discipline area within the Curriculum should, as much as possible, throughout all its courses incorporate authors, sources, and topics that expose students to the realities of a culturally diverse world.

At this time, an interdisciplinary, integrative general education course is not required in the General Education Core Curriculum. However, colleges and universities are encouraged to develop such courses as creative approaches to meeting the general education objectives. The addition of an interdisciplinary, integrative course requirement within the General Education Core Curriculum will be considered when the Curriculum is reviewed and updated.

COMMUNICATION

Communication is the art of expressing and exchanging ideas in speech or writing. The complexities of modern life demand that individuals have a mastery of both oral and written communication skills. Therefore, the General Education Core Curriculum requires competency in both skills. To fulfill the requirement, students should satisfactorily complete two three-semester-credit-hour sequenced courses in written communication and one three-semester-credit-hour course in oral communication.

Because communication skills provide a foundation for success in later academic work, general education communication courses should be completed early in a student's degree program, and communication skills should continue to be developed and refined across the undergraduate curriculum.

WRITING COURSE SEQUENCE (6 semester credits)

The writing course sequence: (1) develops awareness of the writing process, (2) provides inventional, organizational, and editorial strategies, (3) stresses the variety of uses for writing, and (4) emphasizes critical skills in reading, thinking, and writing. The writing course sequence culminates in production of documented, multi-source writing.

Upon successful completion of the writing course sequence, students should have the competencies listed below. *The student is expected to:*

- use various invention, drafting, and revising/editing strategies depending upon the purpose of the writing, the materials available to the writer, and the length of time available for the task;
- engage a topic in which the writer explores writing as a means of self-discovery and produces a text that is designed to persuade the reader of the writer's commitment;
- demonstrate a theoretical understanding of rhetorical context (that is, how reader, writer, language, and subject matter interact);
- establish a voice appropriate to the topic selected and the rhetorical situation;
- clarify major aims, arrange material to support aims, and provide sufficient materials to satisfy expectations of readers;
- select and interact effectively with sources, subordinating them to the writer's purpose and creating confidence that they have been represented fairly;
- demonstrate satisfactory control over the conventions of edited American English and competently attend to the elements of presentation (including layout, format, and printing); and
- recognize the existence of discourse communities with their different conventions and forms.

ORAL COMMUNICATION (3 semester credits)

The oral communication course, either a traditional public speaking or a hybrid course, combines communication theory with the practice of oral communication skills. The oral communication course: (1) develops awareness of the communication process, (2) provides inventional, organizational, and expressive strategies, (3) promotes understanding of and adaptation to a variety of communication contexts, and (4) emphasizes critical skills in listening, reading, thinking, and speaking. Students are expected to prepare and give **at least** three **substantial** speeches, including both informative and persuasive assignments.

Upon successful completion of the oral communication course, students should have attained **at least** the competencies in both theory and practice as listed below.

***Communication Theory**--The student is expected to:*

- have a theoretical understanding of communication;
- understand the relationships among self, message, and others; and
- understand the process of effective listening.

***Communication Practice**--The student is expected to:*

- phrase clear, responsible, and appropriate purpose statements;
- develop specific, well-focused thesis statements;
- analyze an audience and situation, and then adapt a message to those needs;
- generate ideas and gather supporting material;
- incorporate material from various appropriate sources, using proper verbal citations;
- use evidence, reasoning, and motive appeals in persuasive speaking;
- prepare and use visual aids that promote clarity and interest;
- organize and outline an effective message;
- use language that is appropriate to enhance understanding and effect the desired result;
- establish credibility by demonstrating knowledge and analysis of topic;
- use extemporaneous delivery with reasonable fluency, expressiveness, and comfort;
- cope effectively with the tensions involved in public speaking;
- demonstrate acceptable ethical standards in research and presentation of materials; and
- listen to, analyze, and critique oral communication.

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MATHEMATICS

The mathematics component of general education focuses on quantitative reasoning to provide a base for developing a quantitatively literate college graduate. Every college graduate should be able to apply simple mathematical methods to the solution of real-world problems. A quantitatively literate college graduate should be able to:

- interpret mathematical models such as formulas, graphs, tables, and schematics, and draw inferences from them;
- represent mathematical information symbolically, visually, numerically, and verbally;
- use arithmetic, algebraic, geometric, and statistical methods to solve problems;
- estimate and check answers to mathematical problems in order to determine reasonableness, identify alternatives, and select optimal results; and
- recognize the limitations of mathematical and statistical models.

Courses accepted in fulfilling the general education mathematics requirement emphasize the development of the student's capability to do mathematical reasoning and problem solving in settings the college graduate may encounter in the future. General education mathematics courses should not lead simply to an appreciation of the place of mathematics in society, nor should they be merely mechanical or computational in character.

To accomplish this purpose, students should have at least one course at the lower-division level that emphasizes the foundations of quantitative literacy and, preferably, a second course that solidifies and deepens this foundation to enable the student to internalize these habits of thought. Complete course descriptions and appropriate prerequisites for courses listed below are contained in the *Illinois Mathematics and Computer Science Articulation Guide* prepared by the Joint Task Force of IMACC and ISMAA in May 1991. The course descriptions below are intended to maintain consistency with the descriptions in the *Guide* and will change as the *Guide* changes. All courses listed require at least satisfactory completion of intermediate algebra and geometry as prerequisites.

To fulfill the general education mathematics requirement, students are expected to complete satisfactorily one to two courses (three to six semester credit hours) as follows:

- A college-level calculus course

OR

- At least one selection from the following list:

QUANTITATIVE LITERACY (3-4 credits): Develops conceptual understanding and problem-solving, decision-making, and analytic skills dealing with quantities and their magnitudes and interrelationships, using calculators and personal computers as tools. Includes representing and analyzing data through such statistical measures as central tendency, dispersion, normal and chi-square distributions, and correlation and regression to test hypotheses (maximum of one-third of course); using logical statements and arguments in a real-world context; estimating, approximating, and judging the reasonableness of answers; graphing and using polynomial functions and systems of equations and inequalities in the interpretation and solution of problems; and selecting and using appropriate approaches and tools in formulating and solving real-world problems.

*GENERAL EDUCATION STATISTICS (3-4 credits): Focuses on mathematical reasoning and the solving of real-life programs, rather than on routine skills and appreciation. Descriptive methods (frequency distributions and graphing and measures of location and variation), basic probability theory (sample spaces, counting, factorials, combinations, permutations, and probability laws), probability distributions (normal distributions and normal curve, binomial distribution, and random samples and sampling techniques), statistical inference (estimation, hypothesis testing, t-test and chi-square test, and errors), correlation and regression, and f-test and analysis of variance.

*These descriptions emphasizing quantitative literacy are not included in the 1991 edition of the *Guide*, but are expected to be included in the next printing.

MATHEMATICS FOR ELEMENTARY TEACHING I AND II (3-4 credits each): Focuses on mathematical reasoning and problem solving, with calculators and micro-computers used in problem solving. Topics are selected from: sets, functions, and logic; whole numbers, integers, rational numbers, irrational numbers and the real number system, number theory, probability, statistics, measurement, and non-metric geometry. Two-course sequence meets requirements for state certification in elementary teaching. Fulfills the general education requirement only for students seeking state certification as elementary teachers.

*GENERAL EDUCATION MATHEMATICS (3-4 credits): Focuses on mathematical reasoning and the solving of real-life problems, rather than on routine skills and appreciation. A maximum of four of the following topics is studied in depth: geometry, counting techniques and probability, graph theory, logic, game theory, linear programming, and statistics. The use of calculators and computers is strongly encouraged.

DISCRETE MATHEMATICS (3 credits): Introduction to analysis of finite collections and mathematical foundations of sequential machines, computer system design, data structures, and algorithms. Includes sets, counting, recursion, graph theory, trees, nets, Boolean algebra, automata, and formal grammars and languages.

FINITE MATHEMATICS (3-4 credits): Emphasis on concepts and applications, rather than mathematical structures. Form A (Designed especially for students in business, economics, social sciences, and life sciences, with applications drawn from these fields): Includes such topics as vectors, determinants, matrices, and matrix algebra; systems of linear equations and matrices; systems of inequalities and linear program-ming; simplex method; set theory, logic, and Boolean algebra; counting and probability theory; stochastic processes; game theory; markov chain methods; mathemati-cal modeling; and the mathematics of finance. Form B: Matrix algebra; systems of linear equations and matrices; determinants; vectors in 2-space and 3-space; vector spaces; eigenvalues and eigenvectors.

PHYSICAL AND LIFE SCIENCES

The purpose for the study of science is: (1) to develop students' understanding of the methods of scientific inquiry, including the formulation and testing of hypotheses, (2) to familiarize students with selected scientific principles in the physical and life sciences, and (3) to enable students to make informed decisions about personal and societal issues.

To achieve this purpose, students are expected to complete satisfactorily a minimum of two courses (7 to 8 semester credit hours) to fulfill the general education science requirement.

In order for students to understand the methods of scientific inquiry, including the development of the skills and disposition necessary to become independent inquirers about the natural world, at least one general education science course must include a laboratory component that meets a minimum of two hours per week in which students will be expected to:

1) formulate questions (hypotheses),
2) plan and conduct experiments (test hypotheses),
3) make systematic observations and measurements,
4) interpret and analyze data,
5) draw conclusions, and
6) communicate the results (orally and in writing).

In order for students to become familiar with selected scientific principles, at least one course must be selected from the life sciences and one course from the physical sciences. The generic courses described below provide students a general education in the sciences. Students with appropriate preparation may substitute an initial course designed for science majors for a more general course described below.

Life Sciences

GENERAL EDUCATION BIOLOGY (3-5 credits): A laboratory course emphasizing scientific inquiry through selected concepts of biology, such as organization, function, heredity, evolution, and ecology. Biological issues with personal and social implications will be introduced to enable students to make informed decisions.

PLANTS AND SOCIETY (3-5 credits): Emphasizes scientific inquiry through selected concepts in biology, such as organization, function, heredity, evolution, and ecology, using plants as the type of organism. Topics may include plant structure, growth, genetics, evolution, physiology, reproduction, and the economic importance and interrelationships between plants and humans.

ANIMALS AND SOCIETY (3-5 credits): Emphasizes scientific inquiry through selected concepts in biology, such as organization, function, heredity, evolution, and ecology, using animals as the type of organism. Topics may include animal structure, growth, genetics, evolution, physiology, reproduction, and behavior.

MICROBES AND SOCIETY (3-5 credits): Emphasizes scientific inquiry through selected concepts in biology, such as organization, function, heredity, evolution, and ecology, using microbes as the type of organism. Topics may include a survey of microorganisms, the role of microorganisms in health and disease, ecological and economic roles of microbes, and the role of microorganisms in biotechnology.

HUMAN BIOLOGY (3-5 credits): Examines practical aspects of selected concepts in biology and their application to technology. Concepts may include heredity, growth, development, health, and ecology. Human systems may be studied as they relate to the major topics. Emphasis will be placed on the relationship of the issues to the individual and society.

ENVIRONMENTAL BIOLOGY (3-5 credits): Examines ecological principles in relation to environmental problems. Emphasizes current environmental issues and possible solutions and courses of action.

HEREDITY AND SOCIETY (3-5 credits): Introduction to basic genetic principles and to contemporary issues in biotechnology. Addresses the ethical, political, and social implications of biological advances in the area of genetics.

EVOLUTION (3-5 credits): Examines the origin of life and its diversification from a scientific perspective, including the impact of evolution on human thought.

Physical Sciences

GENERAL EDUCATION PHYSICS (3-5 credits): A laboratory course that introduces the concepts and methods of physics, including mechanics, heat, electricity and magnetism, and modern physics.

PHYSICS AND SOCIETY (3-5 credits): Examines selected concepts and methods from the following topics relating to physical phenomena encountered in the natural world and in human society: mechanics, heat, acoustics and waves, light and optics, and modern physics.

GENERAL EDUCATION CHEMISTRY (3-5 credits): A laboratory course emphasizing the general principles and theories of chemistry, including fundamentals of inorganic chemistry, atomic structure and states of matter, bonding, stoichiometry, acid-base concepts, periodicity, and solution chemistry.

CHEMISTRY AND SOCIETY (3-5 credits): Examines the influence of chemistry on society through the study of contemporary issues, such as health, environment, and other applications of chemistry to everyday life.

GENERAL EDUCATION ORGANIC CHEMISTRY (3-5 credits): Fundamental principles of organic chemistry, including general aspects of structure, bonding, and nomenclature. Stresses the correlation of structure to physical properties and chemical reactivity. May include commercial and/or biological applications of organic compounds.

EARTH SCIENCE (3-5 credits): Examines basic principles and concepts of earth sciences. Concepts may be drawn from one or more of the following: geology, meteorology, oceanography, astronomy, or climatology.

INTRODUCTION TO ASTRONOMY (3-5 credits): Examines astronomical phenomena and concepts, including the solar system, stars and galaxies, planetary motions, atoms and radiation, and the origin and evolution of the universe.

INTRODUCTION TO GEOLOGY (3-5 credits): Examines basic geologic principles from a physical or an historical perspective. Includes such topics as the formation of rocks and minerals, internal and external processes modifying the earth's surface and phenomena, and the evolutionary history of the earth, including its life forms, oceans, and atmosphere.

ENVIRONMENTAL GEOLOGY (3-5 credits): Examines human interaction with geologic processes and hazards, including earthquakes, volcanoes, landslides, subsidence, hydrology, and flooding; occurrence and availability of geologic resources, such as energy, water, and minerals; and land-use planning, pollution, waste disposal, environmental impact, health, and law.

PHYSICAL GEOGRAPHY (3-5 credits): Emphasizes elements of the physical environment, including atmospheric, climatic, hydrologic, and geologic processes; the spatial variations of these processes; and the interrelationship between these processes and the human environment.

GENERAL PHYSICAL SCIENCE (3-5 credits): Emphasizes the fundamental principles of chemistry, physics, geology, meteorology, and astronomy and the philosophical importance of scientific discoveries.

THE HUMANITIES AND FINE ARTS[1]

Study in the humanities and fine arts develops an understanding of what it means to be human--the struggles and aspirations, comedies and tragedies, and achievements and failures of human beings; wrestles with the basic questions that confront all human beings in the course of their lives--identity, beauty, courage, love, truth, justice, and morality; and examines the dreams, traditions, and cultural expressions of peoples throughout time who have wrestled with these same questions. To understand what it means to be human, one must understand oneself in relation to the natural world and in relation to others, reflect on ideas and confront presuppositions from one's own and other cultures, and respond creatively.

Thus, study in the humanities and fine arts focuses on intellectual and cultural expression approached through historical, hermeneutic, cultural, and aesthetic investigations. Courses designed to fulfill the general education humanities and fine arts requirement involve students in the basic questions and substance of the humanities and fine arts, as well as in the methods used to approach these questions. Courses in philosophy, religious studies, literature, history, and the history and appreciation of the visual and performing arts, as well as interdisciplinary courses, are typically included among those considered part of a general education. Because critical thinking, investigation, and reflection are necessary to the study of the humanities and fine arts, these processes--as embodied in writing (essays and essay examinations) and speaking (oral presentations and discussion)--are a significant component of humanities and fine arts courses. Where appropriate, course readings and activities also reflect an awareness of the United States' multicultural inheritance: race, ethnicity, gender, and class.

By contrast, courses that primarily focus on developing a skill, such as performance or production courses in the arts, technique or professional courses in communications, and those foreign language courses that focus on learning to speak and write a different language at an elementary level, generally are not considered part of a general education in the humanities and fine arts.

To fulfill the general education humanities and fine arts requirement, students should select a minimum of three courses (nine semester credit hours) from the courses described below, selecting at least one from the humanities and one from the fine arts. Interdisciplinary courses encompassing both the humanities and the fine arts may be used for both categories.

Humanities

Foreign Language

FOREIGN LANGUAGE IV (3-4 credits): A fourth semester college course in a foreign language that is designed to increase knowledge of the language and culture of the country or countries speaking the language.

History[2]

FOUNDATIONS OF CIVILIZATION (3 credits): The development of world civilizations from the earliest peoples to modern global interdependence among peoples and nations. Emphasis is on the relationship between present and past and on the recurring themes that connect past, present, and future. Examines landmark documents and artifacts that have shaped human events and cultures.

WESTERN CIVILIZATION I, II (3 credits each): History of the intellectual and cultural development of western society from the earliest times to the present. Examines landmark documents and artifacts that reflect Western culture. (See also History of Western Civilization in the Social and Behavioral Science section; credit cannot be used to satisfy both Humanities and Social Science requirements.)

+NON-WESTERN CIVILIZATIONS (3 credits): History of the intellectual and cultural development of the non-Western societies of Asia, the Middle East, Latin America, and Africa. Examines the origins of contemporary non-Western cultures and their adaptations to and influence on Western culture. (See also History of Non-Western Civilization in the Social and Behavioral Science section; credit cannot be used to satisfy both Humanities and Social Science requirements.)

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[1] The Humanities and Fine Arts Panel acknowledges its debt to the previous Committee of Scholars on the Humanities for its work in defining the Humanities.

[2] Political, economic, and social history courses are found in the Social and Behavioral Science section.

AMERICAN CIVILIZATION (3 credits): History of the major intellectual and cultural developments in American society from the colonial period to the present. Considers the ways in which Americans have extended the Western tradition and America's distinctive cultural contributions. (See also U.S. History in the Social and Behavioral Science section; credit cannot be used to satify both Humanities and Social Science requirements.)

Literature

INTRODUCTION TO LITERATURE (3 credits): Reading and analysis of texts from a variety of literary forms and periods. Approaches to determining literary meaning, form, and value.

INTRODUCTION TO FICTION (3 credits): Reading and analysis of short stories and/or novels from a variety of periods. Approaches to determining literary meaning, form, and value.

INTRODUCTION TO DRAMA (3 credits): Reading and analysis of plays of various types and from a variety of periods. Approaches to determining literary meaning, form, and value.

INTRODUCTION TO POETRY (3 credits): Reading and analysis of poetry of various types and from a variety of periods. Approaches to determining literary meaning, form, and value.

INTRODUCTION TO NON-FICTIONAL PROSE (3 credits): Reading and analysis of non-fictional prose in a variety of forms and from a variety of periods. Approaches to determining literary meaning, form, and value.

INTRODUCTION TO SHAKESPEARE (3 credits): An introduction to Shakespeare's works by genre (comedy, history, tragedy, and non-dramatic poetry) or on some other basis.

WESTERN LITERATURE IN TRANSLATION I, II (3 credits each): Reading and analysis of representative masterpieces from a variety of nationalities and epochs.

+NON-WESTERN LITERATURE IN TRANSLATION (3 credits): Reading and analysis of representative masterpieces from a variety of nationalities and epochs.

[NATIONAL] LITERATURE IN TRANSLATION (3 credits): Introduction to the literature of a specific nationality (e.g., French, German, Italian, Russian, etc.) for students not versed in the original language.

*AMERICAN ETHNIC LITERATURE (3 credits): Examination of various types of literary works that reflect the experience and construction of racial and cultural minority identity.

*LITERATURE AND GENDER (3 credits): Examination of various types of literary works that reflect the experience and construction of gender identity. May emphasize selected genres or the literary contributions of a gender-defined group (e.g., women writers).

SURVEY OF BRITISH LITERATURE I, II (3 credits each): Development of British literature from its beginnings to the present through analysis of representative texts.

SURVEY OF AMERICAN LITERATURE I, II (3 credits each): Development of literature of the United States from its beginnings to the present through analysis of representative texts.

SURVEY OF [NATIONAL] LITERATURE I, II (3 credits each): Development of literature of an other-than-English-speaking nationality through analysis of representative texts. (Literature is read in the original language.)

Philosophy

INTRODUCTION TO PHILOSOPHY (3 credits): A study of recurrent, persistent human principles and problems such as the validity of knowledge, the nature of truth, the nature of identity, free will and determination, moral and aesthetic values, and religious belief systems.

HISTORY OF PHILOSOPHY I, II (3 credits each): A study of the major philosophers and schools of thought, including the social, political, and religious contexts within which each developed, from the pre-Socratic through the 20th Century.

+NON-WESTERN PHILOSOPHY (3 credits): An introduction to selected philosophical concepts and value systems of several non-Western cultures.

ETHICS (3 credits): A study of the principal ethical theories and concepts of human conduct and character, as well as a critical evaluation of these theories and concepts as they apply to particular moral problems and decisions.

PHILOSOPHY OF RELIGION (3 credits): A study of selected religious concepts and theories, such as the existence and nature of a deity, nature of good and evil, reason and faith, ethics, and afterlife. May include an examination of the nature of religious language and experience.

INTRODUCTION TO LOGIC/CRITICAL THINKING (3 credits): A study of the rules of valid judging and reasoning, both inductive and deductive, in a traditional, language-centered context rather than a symbolic context. Logical analysis of both formal and informal fallacies and of the consistency and logical consequences of a given set of statements. Logical analysis is applied to concrete problems dealing with our knowledge of reality.

Religious Studies

INTRODUCTION TO RELIGION (3 credits): Introduction to the concept of religion within society, treating the nature, origin, beliefs, practices, and role that religion plays.

+INTRODUCTION TO THE WORLD'S RELIGIOUS SCRIPTURES (3 credits): Examination and interpretation of the sacred texts of the major religions of the world.

THE BIBLE: OLD AND NEW TESTAMENTS I, II (3 credits each): Study of the Old and New Testaments, with emphasis on the literary, historical, and critical issues found in the respective genres. Examines the scholarship used to determine the translations presented within Judaism, Christianity, and Western culture.

+COMPARATIVE RELIGIONS (3 credits): An introductory survey of selected teachings, practices, and institutions of major Eastern and Western religions. May include the role of history, appreciation for forms of expression, and criticism of their origins, rituals, forms of religious knowledge, and destiny.

RELIGION IN AMERICAN SOCIETY (3 credits): A survey of the contribution of religion to American culture, including the differences between rural and urban society, the development of religious freedom, and the rise of a "secular religion." Examines the emergence of new forms of belief and practice and the variety of religious issues confronting American society today.

Fine Arts

Interdisciplinary Arts

INTRODUCTION TO THE VISUAL AND PERFORMING ARTS (3 credits): Interdisciplinary study of aesthetic expression in both the visual and performing arts, emphasizing their interrelationships and commonalities.

Performing Arts

MUSIC APPRECIATION (3 credits): Introduction to representative music masterpieces through perceptive listening. Emphasis on the elements of music, various musical forms and periods, and great composers and performers.

MUSIC HISTORY AND LITERATURE I, II (3 credits each): The historical development of Western music, including various musical styles and periods and the contributions of key composers, conductors, and performers in shaping the Western musical tradition. Emphasizes concepts, structure, musical idioms, and aesthetics.

+NON-WESTERN MUSIC (3 credits): A study of representative music of the non-Western world, with an emphasis on its function within the culture of which it is a part.

INTRODUCTION TO AMERICAN MUSIC (3 credits): Historical survey of the development and major cultural contributions of American music and composers, including symphonic, jazz, and popular forms, within the context of the American culture of the time.

*ETHNIC TRADITIONS IN AMERICAN MUSIC (3 credits): A survey of various ethnic musical traditions as threads of influence on contemporary American musical culture. Selected African, Asian, and European music is traced from its origins through its continuing role in shaping a pluralistic American culture.

APPRECIATION OF DANCE AS AN ART FORM (3 credits): Study of dance forms from primitive times to the present. Compares ancient and modern dance forms and examines the contributions of individual dancers, dance companies, and choreographers to cultural heritage.

THEATRE APPRECIATION (3 credits): An introductory survey of theatre/drama as a performing art form. Includes study and analysis of historical, social, aesthetic, and technical aspects of traditional and contemporary theatrical/dramatic expression.

HISTORY OF THEATRE (3 credits): The historical development of theatre and drama from its earliest ritual beginnings to contemporary dramatic literature. Includes representative periods and styles, genres, key playwrights, aspects of technical production, social role, and critical interpretation of major works.

*ETHNIC TRADITIONS IN AMERICAN THEATRE (3 credits): Examination of various dramatic expressions that reflect the experience and construction of racial or cultural minority identity in the United States.

Visual Arts

ART APPRECIATION (3 credits): A survey of the visual arts (painting, drawing, printmaking, sculpture, and architecture) as they transmit cultural traditions and humanistic and aesthetic values. Examines historical, social, and technological factors that contribute to understanding the function and meaning of works of art.

HISTORY OF WESTERN ART I, II (3 credits each): The historical development of the visual arts (painting, drawing, printmaking, sculpture, and architecture) in Western society, focusing on major artistic styles and movements. Examines works of art as expressions of the ideas and beliefs of artists within their cultural and social contexts.

+NON-WESTERN ART (3 credits): A survey of the visual arts (painting, drawing, printmaking, sculpture, and architecture) in selected non-Western societies. Examines works of art as expressions of the ideas and beliefs of artists within their cultural and social contexts.

HISTORY OF PHOTOGRAPHY (3 credits): The historical development of photography as an art form from 1839 to the present, including critical analysis of types of photographs and aesthetic movements in photography. Examines photographs for their aesthetic and humanistic values, emphasizing photographs as expressions of the ideas

and beliefs of photographers within their cultural and social contexts.

FILM HISTORY AND APPRECIATION (3 credits): A survey of film as an art form, emphasizing elements of visual story telling, aesthetics, differences among genres, and criticism. Examines such techniques as pictorial composition, movement, sound, lighting, and editing.

•ETHNIC TRADITIONS IN AMERICAN ART (3 credits): Examination of selected visual art works (e.g., paintings, drawings, prints, and sculptures) that express the experience and construction of racial and cultural minority identity.

•ART AND GENDER (3 credits): Examination of selected visual art works (e.g., paintings, drawings, prints, and sculptures) that express the experience and construction of gender identity. May emphasize a single art form.

Interdisciplinary Humanities[3]

HUMANITIES SURVEY I, II (3 credits each): Thematic-, topic-, or genre-based interdisciplinary study of selected works of art, music, literature, and philosophy.

WESTERN HUMANITIES I, II (3 credits each): Chronologically organized interdisciplinary survey of the significant intellectual, literary, philosophical, visual art, and music and other performing art expressions from the major epochs of Western culture.

+NON-WESTERN HUMANITIES (3 credits): Interdisciplinary survey of the significant intellectual and artistic achievements of several non-Western cultures through selected works of literature, philosophy, visual art, and music and other performing arts, as well as a comparative examination of their values, motifs, and aesthetics with those of Western cultural expression.

CULTURE AND SCIENCE IN THE WESTERN TRADITION (3 credits): Interdisciplinary study tracing the interrelation between culture and science and the impact of scientific advancement on philosophy, religion, art, architecture, mathematics, and technology from the ancient Greeks to modern times.

•AMERICAN ETHNIC CULTURAL EXPRESSION (3 credits): Interdisciplinary study of art, architecture, music, literature, history, and philosophy reflecting the cultural identity of American racial and ethnic minorities.

•CULTURAL EXPRESSION OF GENDER (3 credits): Interdisciplinary study of art, architecture, music, literature, history, and philosophy reflecting the cultural identity of gender.

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[3] Interdisciplinary humanities courses that encompass both the humanities and the fine arts may be used for either humanities or fine arts credit.

• Courses designed specifically to examine aspects of human diversity within the United States.
+ Courses designed specifically to examine aspects of human diversity from a non-Western perspective.

SOCIAL AND BEHAVIORAL SCIENCES

Through study in the social and behavioral sciences, students gain an appreciation of human continuity and change. Students learn to analyze the past, develop insight into contemporary social life, and understand the impact of individual and social actions on the future. Students are encouraged to develop a sense of responsibility toward humanity and the environment. Study in the social and behavioral sciences will help students to:

- gain insight into individual behavior,
- develop an understanding of their own society and the world as part of larger human experience in time and place,
- analyze social, political, cultural, historical, and economic institutions and relationships that both link and separate societies throughout the world,
- develop analytical, critical thinking, and communication skills necessary to understand and influence the world in which they live, and
- comprehend methods of inquiry employed by social and behavioral scientists.

Students are expected to complete satisfactorily a minimum of 3 courses (9 semester credit hours), selected from at least two disciplines, to fulfill the general education social and behavioral science requirement. The following courses have been designed to provide students a general education in the social and behavioral sciences.

Anthropology

Anthropology focuses on the concept and characteristics of human culture, including the relationship between language and thought, between individual and society, and between patterns of sexuality, marriage, and family organization in relation to the culture as a whole, as well as on the processes of variation and adaptation that create biological and cultural diversity in time and space. On satisfactory completion of one or more anthropology courses, students will:

- summarize the assumptions and history and distinguish the perspective of anthropology and its subfields: sociocultural anthropology, physical anthropology, archaeology, linguistic anthropology, and applied anthropology;
- demonstrate how anthropological information can help identify and solve social problems, using basic research methods including field work, documents, Human Resource Area Files, and archaeological techniques within the structure of the scientific method;
- develop a holistic, cross-cultural perspective in order to gain an appreciation of cultural similarities and differences and enhance intercultural sensitivity; and
- describe the on-going evolution of ethical standards guiding research and the treatment of artifacts and human remains.

+INTRODUCTION TO ANTHROPOLOGY (3 credits): Introduction to the nature of humans and their development and relationship to the physical and social environment today and in the past. Surveys the major subfields of anthropology: cultural anthropology, physical anthropology, archaeology, and linguistics.

+INTRODUCTION TO CULTURAL ANTHROPOLOGY (3 credits): Introduction to culture as an adaptive mechanism that provides for the survival of the human species. Encompasses social organization, technology, economics, religion, and language as used by various peoples, both past and present.

INTRODUCTION TO PHYSICAL ANTHROPOLOGY (3 credits): Explores human origins, fossil records, human adaptation and variation, population genetics, and human-kind's place in world ecology.

INTRODUCTION TO ARCHAEOLOGY (3 credits): Introduces concepts, principles, and methods used to reconstruct cultural history and prehistory. Explores sequences of cultural development that have been learned through archaeological analysis.

*CROSS-CULTURAL RELATIONSHIPS (3 credits): Explores the application of anthropological concepts, techniques, and information to understanding modern problems. Discusses the relevance of anthropology to development issues and to concerns within various career fields.

Economics

Economics is concerned with the allocation of scarce resources to achieve the maximum satisfaction of unlimited wants. On satisfactory completion of one or more economics courses, students will:

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- demonstrate an understanding of the theories, tools, and methods of economic analysis,
- apply economic principles in the analysis of economic problems and policies,
- identify the major economic institutions and describe their operation and interrelationships,
- analyze those aspects of human behavior, both individual and social, through which the economic problem is addressed, and
- describe the different economic systems into which societies organize themselves to deal with the economic problem.

PRINCIPLES OF ECONOMICS (3 credits): Introduction to national income theories, price theories, and behavior of the firm under varying economic conditions. Includes the economic roles of business, government, and households; economic fluctuations and growth; money and banking; and international economics.

OR one or both of the following:

PRINCIPLES OF MACROECONOMICS (3 credits): Introduction to national income theories, economic fluctuations and growth, money and banking, and international economics.

PRINCIPLES OF MICROECONOMICS (3 credits): Introduction to price theories, the behavior of the firm under varying market conditions, and the behavior of the consumer.

History

The study of history exposes students to the complexities of human nature and the development of diverse human cultures, values, institutions, and major events. On satisfactory completion of one or more history courses, students will:

- distinguish between primary and secondary sources as the foundation of modern historical scholarship;
- interpret primary sources critically by analyzing their historical contexts;
- formulate historical interpretations, both orally and in writing, and defend them critically with reference to primary and secondary sources; and
- incorporate into historical interpretations, both orally and in writing, an understanding of historical causation reflecting a) knowledge of important figures and events and their chronological relationship to each other and b) an awareness of the contingent relationships among social, political, religious, intellectual, and economic variables.

UNITED STATES HISTORY I, II (3 credits each): Historical survey of the development of the United States and its peoples from its origins to current movements and problems.

HISTORY OF WESTERN CIVILIZATION I, II (3 credits each): Political, social, and economic history of the Western world from its Middle Eastern origins to contemporary movements and problems.

+HISTORY OF THE NON-WESTERN WORLD I, II (3 credits each): Political, social, and economic history of non-Western cultures, including Asia, the Middle East, Africa, and Latin America. Includes the origins of contemporary non-Western cultures and their responses and adaptations to Western influence, modernization, and revolution.

+HISTORY OF AFRICA I, II (3 credits each): The history of Africa from ancient times to the present, with emphasis on African cultures, tribal histories, the impact of imperialism, and the growth of nationalism and independence.

+HISTORY OF ASIA AND THE PACIFIC I, II (3 credits each): Political, social, and economic history of Asia and the Pacific region, including the origins and development of its peoples and cultures to the present.

+HISTORY OF LATIN AMERICA I, II (3 credits each): Political and constitutional history of principal Latin American nations, including political relations, independence, and social and economic movements.

+HISTORY OF WORLD CIVILIZATION I, II (3 credits each): Survey of world history and civilization from early humans and ancient civilizations through the rise of world powers to current issues.

Human Geography

Human geography focuses on the uneven distribution of people and of human activity on the surface of the earth and on the causes and consequences of these uneven spatial patterns and cultural landscapes. On satisfactory completion of one or more human geography courses, students will:

- gain insight into their own behavior by recognizing that the individual choices they make are part of a wider pattern of locational and environmental choices that ultimately form the geographic patterns of the world of the future;
- demonstrate understanding of their own society and of the world at large by examining differences and similarities in human activity from place to place;
- explain the tools and techniques that geographers use to examine social, cultural, and economic relationships;
- develop analytical and critical thinking skills and use them to explore and criticize suggested explanations of the uneven distribution of human activity; and
- define key concepts in geography, summarize the ways in which important geographers have explained spatial patterns, and explain their own thinking about the relationships between people and the world in which they live.

+INTRODUCTION TO HUMAN GEOGRAPHY (3 credits): A systematic or regional introduction to the basic

concepts of human geography, including the causes and consequences of the uneven distribution of human activity.

GEOGRAPHY OF THE DEVELOPED (OR WESTERN) WORLD (3 credits): Examines the geographical problems and prospects associated with urban and industrial development in Europe, North America, and other economically advanced areas of the world.

+GEOGRAPHY OF THE DEVELOPING (OR NON-WESTERN) WORLD (3 credits): Examines the ways in which location, climate, resources, and cultural factors promote and inhibit change in the developing areas of Asia, Africa, and Latin America.

+INTRODUCTION TO ECONOMIC GEOGRAPHY (3 credits): Introduction to the study of the reasons for the uneven distribution of activities relating to the production, exchange, and consumption of goods and services and the geographic patterns created by these activities.

GEOGRAPHY OF INTERNATIONAL CONFLICTS (3 credits): Introduction to geographical perspectives on cultural conflicts, competition among nations for resources, and territorial disputes, with a focus on contemporary world patterns.

Political Science

Political science deals with the theory and practice of politics and describes and analyzes political systems and political behavior. On satisfactory completion of one or more political science courses, students will:

- explain the relationships between political life and the cultural ideas of American democracy;
- describe formal government institutions and legal structures and political behavior and processes;
- describe the political systems of other countries, identify international organizations, and explain the relationships between nations;
- analyze and evaluate political phenomena;
- demonstrate an understanding of and skill in the process of social scientific inquiry;
- make explicit and analyze value judgments about political decisions and policies;
- explain the social-psychological sources and historical-cultural origins of their own political attitudes and values, and analyze critically the personal and social implications of alternative values; and
- demonstrate an understanding of the capacities and skills needed to participate effectively and democratically in society.

AMERICAN/U.S. NATIONAL GOVERNMENT I, II (3 credits each): Examines the organization and function of the American national government, including the U.S. Constitution, the federal system, and executive, legislative, and judicial powers, structures, and processes.

AMERICAN/U.S. STATE AND LOCAL GOVERNMENT (3 credits): Examines state and local political jurisdictions and systems, including their powers, organization, functions, development, and contemporary problems.

PRINCIPLES OF POLITICAL SCIENCE (3 credits): Introduction to the principles and methods of political science, focusing on the nature and development of political science as a discipline, the political process, political institutions, and the interrelationships among elements in the political system.

+INTERNATIONAL RELATIONS (3 credits): Introduction to international relations, emphasizing contemporary international problems and relations. Includes analysis of international behavior, international law, foreign policy, causes of conflicts, and potential solutions.

COMPARATIVE GOVERNMENT (3 credits): Comparative examination of the political systems of selected countries, including common governmental problems, causes of political instability and revolution, and techniques of political analysis.

+NON-WESTERN COMPARATIVE GOVERNMENT (3 credits): Comparative examination of the political systems of selected non-Western countries, including common governmental problems, causes of political instability and revolution, and techniques of political analysis.

Psychology

Psychology is the scientific study of human and animal behavior, as well as those biological and mental processes that underlie behavior. On satisfactory completion of one or more psychology courses, students will:

- explain the nature of psychology as a contemporary science, discuss psychological issues intelligently and methodically, and describe both the contributions and limitations of psychological science and the promise of the future of the field and its attendant problems;
- explain the role played by the scientific method in the acquisition of knowledge about the basic principles of human and animal behavior;
- identify the principles that govern human and animal behavior and apply these principles to their own lives to enhance interactions between individuals and among societal groups;
- apply a knowledge of the historical background, basic theories, facts, and research questions in such major topic areas as research methods, biological psychology, cognitive psychology, learning theory and memory, perceptual processes, developmental psychology, personality, abnormal/clinical psychology, and social psychology;
- summarize research-based knowledge concerning the application of psychological principles to everyday life, including the study of the behavior of individuals and groups, the parameters of behavioral deviance and its various therapies, the study of individual differences, and explain the role of psychology in such areas as industry, complex organizations, law, and education; and
- explain and appropriately apply the code of ethics in psychology in diverse situations.

GENERAL PSYCHOLOGY I, II (3 credits each): A survey of the study of human and animal behavior with emphasis on the scientific nature of contemporary psychological investigation. Topics may include the biology of behavior, sensation and perception, learning, memory, cognition, motivation, emotion, life-span development of behavior, personality, abnormal behavior and its therapies, social behavior, and individual differences.

SOCIAL PSYCHOLOGY (3 credits): A systematic introduction to theory and research on the ways social factors influence individual and group behavior. Examines attitudes, social perception, the establishment of norms, conformity, leadership, group dynamics, and research methods, emphasizing their effects on the individual. (See also sociology; credit only granted once and in one discipline.)

LIFE-SPAN DEVELOPMENTAL PSYCHOLOGY (3 credits): A study of the neurobiological, physical, cognitive, social, and emotional development of humans from conception through childhood, adolescence, adulthood, and old age. Emphasizes normal developmental stages and patterns of adjustment to differing life-time demands. The theories and principles of human development are examined in light of contemporary research.

OR one of the following:

CHILD PSYCHOLOGY (3 credits): Introduction to theory and research on the biological, physical, social, and cognitive development of the human child from conception to adolescence. Topics may include genetic factors, prenatal development, sensory and perceptual changes, motor system development, language acquisition, social learning, cultural influences, and aspects of abnormal development.

CHILDHOOD AND ADOLESCENT PSYCHOLOGY (3 credits): Introduction to the development of children and adolescents, with emphasis on physical and physiological changes and social and cognitive development. Topics may include the role of play; sociocultural influences; stresses associated with adolescence; changing relationships with family, friends, and the opposite sex; identity development; sexuality; drug use; suicide; and delinquency.

ADULTHOOD AND AGING (3 credits): Introduction to the changes that occur from early adulthood through old age. Topics may include career choice and development, mate selection and marriage, conventional and nonconventional families, theories of adult personality development, mid and late life transitions, aging, and dying, death, and bereavement.

Sociology

Sociology is the study of human society and human behavior in social settings. On satisfactory completion of one or more sociology courses, students will:

- compare and contrast basic sociological theories, including functionalism, conflict theory, and symbolic interactionism, as well as the methodology of sociological analysis;
- describe the factors governing social life, including culture and subculture, socialization, social structure and organization, social institutions, and social control;
- identify the factors in social change, including the historical development of society, deviance, collective behavior, and social movements; and
- apply a global and cross-cultural perspective in understanding the sources of similarities and differences in the human experience.

INTRODUCTION TO SOCIOLOGY (3 credits): A study of society, including the rules, interactions, and cultural patterns that organize everyday life. Analysis of social conflict, the structure and function of institutions, the dynamics of individual and group interactions, social stratification, and interactions among diverse groups of people.

SOCIAL PROBLEMS (3 credits): Analysis of contemporary social problems and investigation of theories on social organization and conflict. Explores the genesis, significance, and amelioration of social problems.

MARRIAGE AND FAMILY (3 credits): Survey of the contemporary family in historical and cross-cultural perspective. Includes trends in mate selection, marriage, child-rearing, employment, gender roles, and communication within the family.

SOCIAL PSYCHOLOGY (3 credits): Exploration of the connections between group experience and individual behavior, including the development of "self," conformity and deviance, attitudes, attraction, intergroup interaction, and collective behavior. (See also psychology; credit only granted once and in one discipline.)

*RACIAL AND ETHNIC RELATIONS (3 credits): Analysis of racial, religious, ethnic, and other groups, examining persistence of group identity, inter-group relations, social movements, government policy, and related social problems.

Interdisciplinary Social/Behavioral Science

Interdisciplinary courses that combine two or more of the social and behavioral science disciplines and that meet the criteria specified in the introduction will be acceptable.

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* Courses designed specifically to examine aspects of human diversity within the United States.

+ Courses designed specifically to examine aspects of human diversity from a non-Western perspective.

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